

# Bishop Martin C.E. Primary School

## Pupil Premium Strategy Statement 2020



### COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

#### Step 1 - Ensure that basic needs are met:

- Weekly phone calls/emails, organisation of food parcels/food vouchers.
- Signposting to food banks, support services, website links, etc.
- Support offered and liaison with external agencies to provide additional support where required.
- Additional SENCo contact for those with SEN, specifically linked to home learning and transition.
- Additional Inclusion support for those children with EAL who may find it difficult to access either online learning or school based learning.
- Socially distanced home and school visits when required.
- Online pastoral support can be accessed for those children in need, led by the school's Learning Mentor.
- Weekly pastoral meetings continue to ensure identified children/families are getting the support they need.

#### Step 2 - Children have equal opportunities to complete online learning through:

- Microsoft Teams is available to ALL children from Nursery to Year six.
- Daily live lessons are available for children to join from home.
- Daily activities posted on Teams with explanations for parents and children, detailing the expectations of work set.
- Device loan (including laptops, keyboards and mice) for those families who do not have appropriate technology at home or families with children in multiple classes.
- Resources such as stationery packs/learning packs etc, have been sent home to support children with their online learning.

- Open email correspondence for parents to discuss any issues/concerns and to support wellbeing.
- Teachers made aware of matters arising and additional support given to families when needed.
- Parental support with particular topics e.g. strategies in maths.
- Home delivery of additional resources when required.
- Oak Academy learning materials available to support consistency in learning.
- Headteacher update/letter shared weekly.
- Certificates sent home to celebrate children's online learning access.
- All children provided with memberships to Bug Club, Times table Rock Stars and IDL.
- Weekly monitoring of online access completed by class teachers and supported by SLT.

### **Step 3 - Ensure that a recovery curriculum is in place:**

- Identify and address emotional needs and wellbeing.
- Remain focussed on addressing any 'dips' in learning, providing opportunities to catch up on lost learning.
- Resources in place to ensure a quality first curriculum is provided for all
- Facilitate interventions where appropriate.
- Pastoral pick up in place to address class/group/individual issues relating to the pandemic e.g. bereavement, loss, separation etc.

Future versions of the strategy will reflect the changes that are currently being made. School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.